ENGLISH FOR CLASS-XI



307/11.12.84

UNIT TESTS IN ENGLISH FOR CLASS XI

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UNIT TESTS IN ENGLISH

FOR CLASS XI

For English Reader, Part I

prescribed by
the Central Board of Secondary Education for the Core Course
in English

MAMTA AGRAWAL





राष्ट्रीय शैक्षिक अनुसंघान और प्रशिक्षिण परिषद् National Council of Educational Research and Training May 1983 Jyaistha 1905

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INTRODUCTION

Evaluation has universally been accepted as an integral part of education. It acts as a system of quality control in which at each step in the teaching-learning process it may be determined whether the process is effective or not. The main purpose of evaluation is, therefore, feedback to both teachers and pupils whereby the learning of the students may be improved. To achieve this purpose the teacher should be able to evaluate his pupils quite frequently, in fact, after teaching every unit. For this, teachers need a large amount of evaluation material which will help them in evaluating their pupils' level of achievement. In this brochure an attempt has been made to present unit tests on all the lessons in the Class XI textbook for the core English of the Central Board of Secondary Education. It is expected that these tests will serve the following purposes.

- 1. Each test may be used as end-of-the-lesson test when the lesson covered by the test is completed in the class.
- These tests will help the teacher in getting the feed-back about the strengths
 and weaknesses of the students so that suitable measures could be taken to
 improve their learning.
- 3. These tests will also enable the teachers to know the strengths and drawbacks of their methods of teaching so that they may improve teaching.

Each unit test included in the brochure is preceded by a blueprint and followed by a marking scheme and question-wise analysis. These tests contain various forms of questions and thus exhibit a flexibility in approach. At the same time it has also been ensured that they satisfy the characteristics of a good test.

It is hoped that this brochure will help teachers in assessing the achievement of students and thereby improve their learning.

on unseen material. However, for evaluating comprehension through the medium of the known text students would need to have required a sufficiently high level of expression to be able to efforderly communicate their ideas and feelings. Thus, openended quertions with or without a structured base sould be effectively used for evalua-

Testing of Language and the comprehensive times discounted to the control of the

The main components of language learning and teaching are listening, speaking, reading and writing. The underlying ability in listening and reading is 'comprehension' and in speaking and writing 'expression'. Since the grammatical structures and vocabulary are the most important elements shared by all the four abilities, a knowledge of these is essential for learning a language. Hence, knowledge of the elements of language, comprehension and expression are the three major objectives of any instructional and evaluational programme in language and it is the test constructor's task to measure accurately the student's achievement in developing these abilities by various suitable means.

The proficiency in speaking and listening can be tested by oral tests and that in reading and writing through written tests. This brochure incorporates the unit tests for evaluating student's ability in reading comprehension and written expression besides his knowledge of the elements of language. These unit tests are based on the lessons contained in Class XI core textbook for English. The main emphasis in these tests is to test the students' comprehension of the read material and the ability to express themselves in correct English. However, for testing elements of language, some vocabulary and structural items have also been kept.

Testing Comprehension

By comprehension in language we mean that when the student is confronted with a communication (written or oral) he should be able to know what is being communicated. This 'knowing', however, can range from simple grasping of the meaning or the central idea to the critical evaluation of the content.

The specifications of these objectives are given below.

Broadly speaking, comprehension mainly consists of the ability to grasp the meanings of words and phrases in the context, to identify the main statements, facts and ideas in a communication; to perceive relationships and sequence of ideas, to interpret implied meaning of a passage, to draw conclusions, to make inferences and to "read between the lines".

In a testing situation, comprehension can best be evaluated through the pupil's responses to unseen material. The presentation of the familiar material results in eliciting only the memorized responses. Therefore, the use of unseen passage is the best way to ensure validity and reliability of a comprehension test. However, when higher levels of comprehension, such as identifying relationships, inferring the mood of the author or character, and evaluating ideas, etc. are to be tested, the material already discussed in the class is a better choice. Thus, a test of comprehension based on such material will need to be pitched at a higher level as compared to one basde

on unseen material. However, for evaluating comprehension through the medium of the known text students would need to have acquired a sufficiently high level of expression to be able to effortlessly communicate their ideas and feelings. Thus, openended questions with or without a structured base could be effectively used for evaluating comprehension. Multiple choice items can also be devised for testing finer discriminations in interpretation of a certain section of a poem or prose text.

Testing Expression

Expression means the ability of the student to put his ideas in proper sequence. using proper vocabulary and structures, both orally and in writing.

The main components of language learning and reaching are

In written expression the purpose of the test is to assess the extent to which a candidate manages to use appropriate words, phrases, and structures to communicate his ideas. Proper organization of ideas, correct spelling and punctuation and proper choice of words are the points to be considered in the test. Some of the testing activities related to expression skills are writing compositions and answering questions on known subjects. In the present brochure the expression ability has been tested through asking questions on the read material.

Since, at +2 stage language is not to be tested orally at all, only the following instructional objectives of English have been taken into consideration in this brochure.

- I. The student reads English silently with comprehension.
- II. The student writes English correctly.
- III. The student acquires knowledge of the elements of English language and the some vecabulary and structural nems have also been kent. .tnstron texts.

with a communication (written or oral) he should be able to know w

or the central idea to the critical evaluation of the content.

Testing Comprehension

The specifications of these objectives are given below.

OBJECTIVE I: The student reads English silently with comprehension.

Specifications and specifications and specifications and specifications and specifications

The student-

- grasps the meaning of words, phrases, and sentences from the context. 1.
- 2. grasps the ideas conveyed in a passage.
- 3. locates key words, phrases, and sentences in a passage.
 - 4. locates important facts and ideas.
 - 5. identifies relationship between objects, ideas, events, facts, characters, etc.
- 6. compares objects, ideas, events, facts, characters.
 - distinguishes between related words and ideas. 7.
 - interprets ideas, events, traits of characters, etc. 8.
 - 9. infers meaning, ideas, messages, mood of the author or character. etc.
 - 10. gets at the central idea of a piece.
 - 11. evaluates events, actions, ideas, feelings and views.

OBJECTIVE II: The student writes English correctly.

Specifications

The student-

- 1. spells correctly.
- 2. uses appropriate words, idioms, and structures.
- 3. uses a variety of sentences.
- 4. uses capital letters and marks of punctuation correctly.
- 5. presents only relevant facts and ideas.
- 6. avoids unnecessary repetitions.
- 7. organizes ideas, facts, etc. into paragraphs.
- 8. introduces a subject, develops and ends it well.
- 9. displays imagination in writing.
- 10. follows the techniques of different forms and formats of written expression.

OBJECTIVE III: The student acquires knowledge of the elements of English language and the textual content.

Specifications

The student-

- 1. recognises and recalls the meaning of words, sentence patterns, spelling, etc.
- 2. recognises and recalls events, facts and ideas from the text.

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BLUE PRINT

: THE KITE MAKER MAXIMUM MARKS: 25

LIND

CLASS: XI TIME: 40 Minutes

Total		5(5)		20(6)	25(11)	25(11)
Expression	SA VSA O		182	ITE MAI	T	(-) 6
	M	5(5)	<u></u>	3(-	6(-) 3(-)	
Comprehension	SA VSA O	5(1(1)	6(3)	4(2) 6(3) 1(1) 5(5)	16(11)
	0		(2)		4(2)	
Knowledge	E SA VSA O					
Objective Form of Question	li .	Language content	Textual content		SUB-TOTAL	TOTAL
Si.						

Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. Notes

*Denotes that marks have been combined to form one question.

Marks: 10 Marks: 9 Marks: 1 Marks: 5 No. 2 Summary: Essay (E)

Short Answer (SA) No. 3 Very Short Answer (VSA) No. 1 Objective (O)

22

==

Scheme of Options: No options Scheme of Sections: No sections

The Kite Maker

Time: 40 Minutes Max. Marks: 25

.11

C. carlinst

A. a verbe was being given

too living a thing of the great kite' ?

Instructions

A. All questions are compulsory.

Read the questions carefully before you try to answer them.

First five questions carry 1 mark each. Marks for the rest of the questions are indicated against them. Answer the following questionart

The meaning of acong changed hands in this control is that

1-5. The following questions have four answers each, marked A, B, C and D. Select the correct answer and write its letter along with the serial number of the question. Your answer may look like this

Answer the following questio(A) I about 100 words.

1. 'Adults disdained them and children preferred to spend their money at the movies.'

The word disdained means and add about the book of the bib will

- A. made fun of
- B. looked on with contempt
- C. found fault with
- D. were displeased with
- 'There is a great affinity between trees and men.' 2. The word affinity includes all the ideas given below except one. What is that?
 - A. link
 - B. close connection
 - C. affection
 - D. resemblance
- 3. 'You have yet to learn how to fly a kite properly, my child. And I am too old to teach you, that is the pity of it.' The expression that is the pity of it, implies that the situation was most
 - A. troublesome
 - B. unusual
 - C. unmanagable
 - D. unfortunate

4.	'Mahmood, the kite-maker, had been well known throughout the city is the prime of his life'. The phrase prime of his life, refers to that part of person's life which is A. unforgettable B. best C. earliest D. enjoyable	n a
5.	'There was a good deal of betting, and money frequently changed hands.'	
	The meaning of money changed hands in this context is that	
	A. a bribe was being given	n T
	B. the loser paid money to the winner	
	C. money was in circulation	
o reference o	D. Money was in circulation	1
6.	What does the torn kite flying in the air signify?	1
7-9.	Answer the following questions in 30 to 40 words.	
7.	Why did Mahmood stop making kites?	3
8.	Give two reasons why Mahmood felt miserable?	3
9.	Why is Mahmood compared to the banyan tree?	3
10-11	Answer the following questions in about 100 words.	
10.	Describe the old world atmosphere that you learn about from	
	the day dreaming of Mahmood.	5
11.	Why did Mahmood think that he had 'made a too vivid,	
	too living a thing of the great kite'?	5

It, word displaced with

D. militariun et e.

"libers is a great offinity between trees and great."

the word of the free that the kilent given below except only. What Is

"How have get in leave how to fly a line principly, my child. And I not the old to get the to get the land to get the reason of the land to the child.

arituajot)

SCORING KEY

Q. No.	1	2	3	4	5
Key	B	C	D	В	В
Marks	21	1 20000	1	1	1

MARKING SCHEME

Q. No.	Outline Answers	Value Points	Marks
6.	Torn kite signifies the liberated soul of Mahmood.	emoiD disagn	1
	—Adults disliked flying kites —Children preferred to spend their money at the movies	Comprehension-2	3.
	There were few open spaces in the city	Expression-1	3 .
8. –	-Indifference of grown-ups	Comprehension-2	0.
	Loneliness of Mahmood People did not like kite flying	Expression-1	
9. –	-Mahmood is old, he had become a permanent fixture like the	-ob-	.0
	banyan tree People looked at the kite-maker	Comprehension-2	.01
	with the same indifference as they showed towards banyan tree His limbs were gnarled and twisted like the roots of banyan tree	Expression-1	3
-	-People had more leisurely days -People flew kites as pastime or watched kite flying	Objective type for Very Short Answer type to Short Answer type	7 VS
	There were many open spaces for flying kites	Elsan tope	2 for
, , , , , , , , , , , , , , , , , , ,	People indulged in day dreaming There was greenery in the surrounding	Comprehension-2	
-	-Nobody was in a hurry -Nawab was a patron	Expression-3	5
	It made protesting sounds -Wriggled its way higher and higher -Had devilish eyes		
	It was determined to be free and live its own life	Comprehension-2 Expression-3	5

UNIT TEST IN ENGLISH

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps	The Kite- Maker	0	raidi, is 1 silinai	Ourth 1	В	£). No.
2.	-do-	Grasps	,,	0 .	odmil.	100	В	
3.	-do-	Interprets	2011	0	fi podi	1	В	7.
4.	-do-	Grasps	"	0	1	1	В	
5.	-do-	Grasps	ni espa	O	Toll	1	C	
6.	-do-	Interprets	and in the	VSA	1	2	В	.8
7.	Comprehension & Expression	Interprets + uses words	,,	SA	3.40	A 4 ba	В	
8.	-do-	-do-	,pmgft	SA	1 300	14	В	
9.	-do-	-do-	smoond i	SA	3	4	A	-6
10.	-do-1-uoia	Interprets + uses words & phrases	the	E	5	- 8	В	
11.	-do-	Infers, + uses words and phrases	ce as	E	25	8 35 min	B ,	

5 minutes for revision.

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

Comprehension-2

+ A for Difficult
B for Average
C for Easy

-Naturb was a patron

People indulged in day drawning

- Wriggled its way higher and higher

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BLUE PRINT

UNIT : FOOD MAXIMUM MARKS: 25

CLASS: XI TIME: 40 Minutes

Total		8(8)	17(6)	25(14)	25(14)
Application	E SA VSA O		3(-)	2(-) 3(-)	5(—)
Understanding	E SA VSA O	3(3)	6(3)	6(3) 1(1) 3(3) 2(-) 3(-)	10(7)
Knowledge	E SA VSA O	2(2)	* 2(2) 4(1)	4(1) - 4(4) 2(2)	10(7)
Objective Form of	Content Unit	Language content	Textual content	SUB-TOTAL	TOTAL
SI. No.	0	Lan	Tex	SU	OT

: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question. Notes

Marks: 6
Marks: 9
Marks: 5
Marks: 5

No. 3 No. 5 No. 1 Short Answer (SA) Summary: Essay (E)

Very Short Answer (VSA) Objective (0)

Scheme of Options: Nil

Scheme of Sections: Nil

25

14

No. 5

Food

Time: 40 Minutes Sham and my man and all Max. Marks: 25

Instructions

- A. All questions are compulsory.
- C. discovery made by a dramarist B. Read the questions carefully before you answer them.
- Marks for each question are indicated against it.

TEST

- The following questions have four answers each, marked A, B, C, and D. Select the correct answer and write its letter along with the serial number of the question. The sensitive film at the back of the eye.
 - 1. an'....if his food were burned.' and another same by

11-13 Arener each onestion in 30 to 40 words

This means

- A. granted it was burned
- B. it was about to be burned
- C. it was likely to be burned
- D. in case it was burned
- 'The female blue bottle flies need body building foods in order to lay eggs, and become sterile, on a diet of and sugar and water'.

The word sterile here means

- A. weak
- B. inactive
- C. fat
- D. unproductive
- 'Animals have an instinctive dread of fire'. 3.

The word instinctive here is closest in meaning to

- A. natural
- B. positive
- C. imaginative
- D. genuine

1

p 1

4.	'After prolonged questioning, the police was able to get the secret out'.	
	Prolonged questioning means that the questions were	1
	A. of a searching type	
	B. lengthy in duration	
	C. long and not clear	
2/33	D. very difficult to answer	
5.	'Then a dramatic discovery was made'.	
	Here dramatic discovery means	1
	A. important discovery in a play	Tiestr
	B. discovery made after long research	
	C. discovery made by a dramatist	
	D. discovery made accidentally	
6.		
	What does numb here mean?	1
7.0	The following questions have four answers each, marked A. B. C. and D.	1-5.
	Give one word for the following;	
7.	. The sensitive min as the sweet of the eye.	1
	A diagram which infacts the skin and source the arouth of ulace and the	
8		_
18	and in the mouth.	igue 1
		_
	and in the mouth. -13 Answer each question in 30 to 40 words.	_
11	and in the mouth. -13 Answer each question in 30 to 40 words. What would happen if man is fed on food which has only fuel value?	1
11	and in the mouth. -13 Answer each question in 30 to 40 words. What would happen if man is fed on food which has only fuel value? What deficiency are the workers on mines likely to have and why?	3
11 11 12	and in the mouth. -13 Answer each question in 30 to 40 words. What would happen if man is fed on food which has only fuel value? What deficiency are the workers on mines likely to have and why? Why is tax on salt justified in England and not in India? Write a paragraph of about 80 words on vitamin A, describing briefly what	3 3 3
11 11 12 13	and in the mouth. 1-13 Answer each question in 30 to 40 words. What would happen if man is fed on food which has only fuel value? What deficiency are the workers on mines likely to have and why? Why is tax on salt justified in England and not in India? Write a paragraph of about 80 words on vitamin A, describing briefly what it looks like, where it is found and why it is needed.	3 3 3
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SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	
Ans.	D	D	Α	В	D	
Marks	1	1	1	. 1	1	

Q. 1	No. Outline Answers	Value Points	Marks
6.	Without ability to feel or move.		1
7.	Vitamin D.		1
8.	Dark vision/night blindness.		1
9.	Retina.		1
10.	Pellagra.		1
11.	Man would not get —proteins, vitamins, etc. needed for body		
	building and repairs. —minerals, salts, etc. needed for chemical processes.	Comprehension-2 Expression-1	3
12.	Miners are likely to have deficiency of salt because they sweat a great deal.	Comprehension-2 Expression-1	3
13.	In England enough salt is taken in with normal diet. So extra salt is not needed. While in India there is not enough intake of salt.	Comprehension-2	a .hi
	So it is a necessity.	Expression-1	3
14.		Knowledge-4 Expression-2	
	delicate membranes, affects nervous system and impairs vision.	Expression-2	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated t me for answering in minutes	Estimated difficulty level +	Remarks	1 4
1.	Comprehension	Grasps the meaning	Language	0	1	1	В		ľ
2.	Knowledge	Recognizes	"	0	1	1.	В		
3.		,,	**	0	1	1	В	1	
4.	Comprehension	Grasps the meaning	"	O	1	1	В	M	
5.	The Parish	,,	,,	0	1	1	В		
6.	99	"	,,	VSA	1	1	В		
7.	Knowledge	Recalls	,,	VSA	1'	1	В		
8.	,,	,,	**	VSA	1	1	В		
9.	,,	,,	Text	VSA	1	1	В		
10.	.,,	,,	,,	VSA	1	1	В		
11.	Comprehension + Expression	Infers and uses vocabulary & structures	***	SA	3	4	A		
12.	,,	Interprets and uses vocabulary & structures	,,	SA	3	4	В		
13.	,,	,,	,,	SA	3		C		
14.	Knowledge and Expression	Recalls and uses vocabulary & structures	,,	SA	6	15	В		

3 minutes for revision.

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

+ A for Difficult
B for Average
C for Easy

PAUL JULIUS REUTER

Minutes	Total			5(5)		25(7)		30(12)	30(12)
CLASS: XI TIME: 40 Minutes	Application	E SA VSA O	2(2)			3(-)	5(-)	5(-) 3(-) 2(2)	10(2)
BLUE PRINT	Understanding	E SA VSA O	1(1)	2(2)	1(1)	* (5)6		9(3) 2(2) 4(4)	15(9)
BL : PAUL JULIUS REUTER : 30	Knowledge	E SA VSA O					\$(1)	5(1)	5(1)
UNIT MAXIMUM MARKS	1 10	Form of Question		LANGUAGE		техт		SUB-TOTAL	TOTAL

Scheme of Options: Nil Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. Marks: 10
Marks: 12
Marks: 4
Marks: 4 *Denotes that marks have been combined to form one question. Notes:

Summary: Essay (E)

Essay (E)
Short Answer (SA)
No. 3
Very Short Answer (VSA) No. 4
Objective (O) Objective (0)

Scheme of Sections: Nil

Paul Julius Reuter

estunion 40 ! smil were the crops laid was a but some of the inhabitants of the and the selection of the Max. Marks: 30

and of bed

It wanted to

A. show its affection for Report.

B. show its appreciation for Reuter's work.

In this sentence what does laid warre me in?

founding of Renter's news agracy ?

6. Same method of sending messages quickly and to be discovered anothering

A

01

oriz riziw ov

- Rewrite the centence using the A. All questions are compulsory.
 - B. Read each question carefully before answering it.
 - C. First eight questions carry 1 mark each. For the rest of the questions, marks are indicated against them.

8. "But selling books was not eTCST enough for this young mun".

- 'The news of his friend's death came as a great blow because he was 1. deeply attached to him'. In this sentence deeply attached to means
 - A. respected greatly union and to not move and but gave today at ...

 - B. loved dearly

 C. honoured highly
 - D. admired greatly
- 11. What is Reuter's contribution in the held of news dispersal 'My brother is very interested in Chemistry and he is for ever carrying out experiments at home in his room.

Here the pharse carrying out means

- A. demonstrating
- B. conducting
- C. displaying
- D. showing
- Reuter had to promise the French authorities not to open the sealed copy of the Emperor's speech before it was given because they
 - A. did not want him to know what was in it.
 - B. wished to keep everyone in suspense.
 - C. did not want the news to leak out early.
 - D. wanted to see if he could be trusted.
- 4. Why do you think the British Government allowed Reuter to use the title of Baron in England?

It wanted to

- A. show its affection for Reuter.
- B. show its appreciation for Reuter's work.
- C. make Reuter's life happy.
- D. be kind to Reuter.
- 5. Not only were the crops laid waste but some of the inhabitants of the village were also murdered by the robbers.

In this sentence what does laid waste mean?

- 6. Same method of sending messages quickly had to be discovered.

 Rewrite the sentence using the word 'necessary' instead of the phrase 'had to be'.
- 7. "Mr. Reuter", Griffiths said, "someone's been to see you".

 Rewrite the sentence using Reported Speech.

freeton had to promise the french-authorities not to spen the strips copy

- 8. "But selling books was not exciting enough for this young man".
 What does this sentence reveal about Reuter's character.
- 9-11. Answer the following questions in 30 to 40 words.
 - 9. In what way did the invention of the telegraph help Reuter?
 - 10. What connection does the fortune made by the Rothschild's have with the founding of Reuter's news agency?
 - 11. What is Reuter's contribution in the field of news dispersal?
- 12. Mention two 'Scoops' made by Reuter and show how he was able to obtain them.

of the Equicator's speech before it to as given because they

else the not want him to know what was had.

R. wilder no knop everyone in suspense.

R. said not want the news to find out only.

D. wan of the see if he or all the counted.

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S.C.E.R.T., West Bengal

SCORING KEY AND MARKING SCHEME

2A IDT	_	11007 1	nu s	14444	ar atticker		DIVILL OV	Ď.
		Q. No. Ans. Marks	1 .4	2 mil 1 man	lary with	יו ווויסעים בעי	ongazzin	B
	Q	Q. No.	Out	line Answer.	don.	Value	Points	Mark
	5. 6.	destroyed It was necessa sending messa Griffiths (told	ry to disco	Over some m	ethod (correspond	-Reuter's	5 1 1
1	7.	Griffiths (told, had been to se	10010 10) 11	11. Itculci i	hat som	eone	est ewe rea	
	8.	adventurous s	pirit/enter	prise/ambiti	on			3
	9.	messages coReuter used get his news	this mean	is of commu	nication	ı to		
		—because Reu	ter supplie	ed 'hot' new	s, his te	legrams		
		were given p	lace of ho	nour and h	s reputa			
						Con	aprehention- Expression-	
1	0.	—The Rothsel item of news—like them all	s. businessn				ortant	
		to make mor	iey.					
		—They would founded.	be willing	to pay for s	uch nev	ws and so t	he agency w	as
,		rounded.					prehension-	
11	1.	—he founded a	news age	ncy.			Expression-	-1 4

—the agency contributes news items to newspapers and other news agencies (simplifying their work).

-news is able to come to us 'hot' (while it is still fresh) owing to agencies such as Reuter's.

> Comprehension—3 Expression-1

Give marks for any two scoops (A, B & C). 12.

-Napoleon's declaration of war on Austria.

-Reuter hired cable for time when speech was being given.

-French authorities gave him sealed copy of speech.

-cable giving green signal flashed to Reuter.

-Reuter telegraphed news to subscribers.



	Q. No. Outline Answers Value Points	Mark	s
Harks	B —American Civil War —collected news put aboard weekly steamer. —messages thrown overboard near Ireland. —telegraphed by special line laid by Reuter to Cork. —thence wired to London. Comprehension	21	
1	C —Assassination of President Lincoln. —Reuter's correspondent chartered fast steamer. —flung message on board mail-boat. —news reached one week before any other.	.0 .0	
	Comprehension Expression— 5	37/	10
1	adventureur spiritjemerprisefambition	.3	
	Remar used into reason of communication to per his news of communication to because Remar signification news, his plagments were given place of foreour and his reputation was established. Comprehished.		
	Inc. Robushada made a li rime by knowing an am retalle and item of acres of them like them is because a caubles them to stake money. The would be willing to pay for ann acres and a "the avency was formulad. Comprehension - Stampersion - Laprenton - Laprent		
	the formical a news denies, constitution for the second miner news agencies (sharflift) as their work) -news is sharflift as their work) -news is sharf to econe to us their (while it is still timely) owing to using a min as Reuten's	THE STATE OF	
	Congression—3 (Give marks for nov-two scrops (A, B & C). Numbers's declaration of section of section.	12	

Peuter hired cable for time when specifit was being given.

12 mile Margins 2

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps the meaning	Language	o	1	1	С	
2.		,,,	,,	О	1	1	В	
3.	,,	Infers	Text	0	1	1	В	
4.	,,	••	,,	O	1	1	В	
5,		Grasps the meaning	Language	VSA	1	1	С	1
6.	Expression	Uses structures	••	VSA	1	1	С	
7.	, a	•••	,,	VSA	1	1	В	ж.
8.	Comprehension & Expression	Infers & uses structures	Text	VSA	1	1	В	
9.	,,	Identifies relation- ships and uses structures	,,	SA	4	4	В	
10.		,,	,,	SA	4	4	A	
11.	,,	Identifies facts & uses structures	"	SA	4	4	В	
12.	Knowledge and Expression	Recalls and uses structures	,,	E	10	15	В	

5 minutes are reserved for revision

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

+ A for Difficult
B for Average
C for Easy

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BLUE PRINT

CLASS: XI TIME: 40 Minutes

UNIT : THE APPOINTED DAY MAXIMUM MARKS: 25

	Total			7(6)		8(7)	25(13)	25(13)	
	Expression	E SA VSA O	Z(—)	*()*	<u></u>	110	* * * 2(-) 5(-)	(-)L	The second of th
	Comprehension	E SA VSA O	3(1)	* (3)	1(1)		3(1) 7(4)	10(5)	
The second secon	Knowledge	E SA VSA O		I(I)		* 1(1) 6(6)	* (7)2 (1)1	(8/8	(6)0
	Objective Form of Question	Content Unit		Textual Content		Language Content	SUB-TOTAL	A 7 M-C 12	TOTAL
-	is S								

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. Marks: 5

* Denotes that marks have been combined to form one question. No. 1 No. 7 No. 7

Summary: Essay (E)

Very Short Answer (VSA) Short Answer (SA)

Objective (O)

Marks:-

Marks: 7 Marks: 13

25

Scheme of Options: Nil

Scheme of Sections: Nil

The Appointed Day

Charling Anguers

One who fights for the freedom of his country

Time: 40 Minutes Max. Marks: 25

Patriot/Martyr

4. Destiny

3

-			 			
Ins	n	•	м	n	п	•

В, С.	Read the questions carefully before answering them. The marks for each question are indicated against it.
	Muslims -those chizens, who all TEST it a
Sub	estitute a single word for each of the following definitions. Do not conv

A. All questions are compulsory.

1-4	charte to live in Makistan,	
1-4	a single word for each of the following definitions. Do not conv	ou
	the definition. Merely replace it by one word.	
	1. A country where the followers of all the	
	1. A country where the followers of all religions are treated equally.	1
	2. A government of the people, by the people, for the people.	
	3. An attempt made to reach a goal.	
1	4 A power which controls on the	18
	4. A power which controls our lives.	1
	5. Who is a soldier of freedom?	-1
	6. Considering the work done for their country by the soldiers of	1
	freedom suggest a single way 1 11 in their country by the soldiers of	
	freedom, suggest a single word which will sum up their character.	1
	7. What is the difference between a prosperous pation and	
	a progressive nation?	
		1
9-12	8. Who are the brothers and sisters cut off from us by political boundaries?	1
7-12	Answer questions 9-12 in 30 to 40 words each	

o 40 words each.

9. What does Nehru mean when he says "history begins anew for us"? 10. What does the author mean when he states "however high the wind or stormy the tempest" tomai where or has an gaining : sucreque 19 3 11.

"We have often been unworthy followers of his (Gandhiji) and have strayed from his message". How have we, as Indians, strayed from the message of Gandhiji? sid in animesong ada at trung aska

What was the new hope that India looked forward to and in 12. what way could it be betrayed?

How can we build India into a prosperous, democratic and progressive nation? (Answer in 80 to 100 words). 5

THE APPOINTED DAY

MARKING SCHEME

Q.	No. Outline Answers	Value points	Marks
1.	Secular vsd beamouga edit		1
2.	Democracy		1
3.	Endeavour		1
4.	Destiny		
5.	One who fights for the freedom of his country	ions	10071901
6.	Patriot/Martyr		1
7.	Prosperous nation—one which is doing well economicall Progressive nation—one which is continually improving itself.	Read the other	
8.	Muslims—those citizens, who after partition chose to live in Pakistan.		1
9.	period of history has begun for India. The period of bondage under British rule has ended and a		-1
10	No matter how great the difficulties how a latest of the	Comprehension-	-2
111	—Use of violent means to achieve our goals. —Refusing to show consideration and feeling	Maro is a solding Considering the	.ž.
	for our fellow-men. —Telling lies.		
W-2	A section	Expression	11-11 3
12	It could be betrayed if the responsibilities and burdens placed on the citizens of India by their	Who are the last	
	freshly acquired independence was not	Comprehension	-2
	shouldered in a serious manner.	Expression	1-1
13	and disease.	name by the WALL	
	Democratic: Allowing each citizen of India to	ALCO DESCRIPTION	
	take part in the governing of his		
	Country. Progressive: by giving all our common labourers		
	the opportunity to improve	to a gray other	
	themselves—thus the country	Comprehension	1-3
	will also improve.	Expression	1-2 5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Knowledge	Recalls	The Appointed Day Language Content	VSA	1	1	В	
2.	-do-	-do-	-do-	VSA	1	1	C	
3.	-do-	-do-	-do-	VSA	1	1	A	
4.	-do-	-do-	-do-	VSA	1	1	В	
5.	-do-	-do-	-do-	VSA	1	1	В	
6.	-do-	-do-	-do-	VSA	1	1	В	
7.	Knowledge and Expression	Recalls and uses words	-do-	SA	2	3	В	
8.	Knowledge	Recalls	Textual Content	VSA	1	2	В	
9.	Comprehension and Expression	Interprets and uses words and phrases	-do-	SA	2	3	A	
10.	-do-	-do-	-do-	SA	3	5	В	
11.	-do-	Infers and uses words and phrases	-do-	SA	3	5	В	
12.	-do-	-do-	-do-	SA	3	5	В	
13.	-do-	Interprets and uses words and phrases	-do-	Е	5	8	В	

3 mts. are reserved for revision

+ A for Difficult
B for Average
C for Easy

^{*} O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

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BLUE PRINT

UNIT : THE BATTLE OF FREEDOM IS OVER MAXIMUM MARKS : 25

TIME: 40 Minutes

CLASS: XI

25(15) Total 20(10) 5(5) 0 VSA Expression *\(\frac{1}{2}\)*\(\frac{1}{2}\)* 3(-) 3(-) SA 3(−) E (9)9 3(3) 3(3) 0 Comprehension VSA 2(2) 2(2) 12(11) 4(3) 2(2)* 2(1)* SA H 2(2) 2(2) 0 VSA Knowledge 7(4) SA 2(1) 2(1) 3(1) 3(1) 田 Form of Question Objective Textual Content Content Unit SUB-TOTAL Language TOTAL S.S.

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

: NIL

: NIL

	Scheme of Options		Scheme of Sections		
ne question.	Marks: 6	Marks: 9	Marks: 2	Marks: 8	25
Denotes that marks have been combined to form one question.	No. 1	No. 4	/SA) No. 2	No. 8	51
*Denotes that marks hav	Summary: Essay (E)	Short Answer (SA)	Very Short Answer (VSA) No.	Objective (O)	

The Battle of Freedom is Over

"Ours has been an exac struggle" Holes "epile" means

Time: 40 Minutes Max. Marks: 25

1

Instructions

- All questions are compulsory.
- B. Read the questions carefully before answering them.

rations of the world who are free, nations of the world who are not

- Questions 1-8 have four answers each, marked A, B, C and D. Write the letter of the correct answer A, B, C or D alongwith the serial number of the question.
- D. The marks for each question are indicated against the question.

TEST

- 1. "We marched to the tune of faith and hope and charity that forgives all sins of trepassers, that ruined our country through the ages". In this context the phrase "we marched to the tune of" means that we
 - A. followed the path of
 - B. kept in step with
 - C. enjoyed the music of
 - marched to the beat of a drum.
- 2. "We thank the Englishmen who were our friends, though many Englishmen were our enemies, not personal enemies but the victims themselves of a system of iniquitous imperialism".

In the above context, some Englishmen became our enemies because

- they were harmed by us A.
- they were forced by an unjust government
- of unfortunate experiences of individuals C.
- we did not carry out their commands.
- 3. A "pioneer" is one who

 - B. performs his duties
 - fights for his country
 - D. starts something new.

			ONIT LEST IN ENGLISH	
4.	"	Our	s has been an epic struggle". Here 'epic' means	
	A	. J	poetic	
	В	. a	ancient	
	C	. 1	neroic altrest and a state of all the	
	D).	The Battle of Freedom is Clanoitan	
5.	"	8	and the nations of the world who are free, nations of the world who are not	Ĭ
1100	f	ree,	we pledge you our comradeship, our fellowship, our understanding, our love.	É
			us move together towards the great world fellowship of which we dream."	í
			he last sentence of the above paragraph 'us' refers to	
			the nations not yet free the citizens of India	
		Б. С.	the nations which are free and all the season and based and	
	- 1	- Sen (7.5-	the nations of the world.	
		//	e have run the whole gamut of the world's adventures".	
(
			TOTAL STREET AND MANUAL STREET, STREET	1
		A. B.	a game to be played	
		Б. С.	an adventure to be experienced a race to be run	
0 2	uth	D.	a complete range of adventures.	
	7	66T.	in this confer the places "true drawback of the conference of	
	1.		ndia has never excluded friend or foe from her hospitality".	
			om this statement we learn that India was	1
		A. B.	friendly large-hearted	
		C.	large-hearted a drum at a drum of hadam. Of impartial	
113		D.	2. "We thank the Englishmen who were our friends, though many Ibrish h.	
	0	SIEV	our runnies, not personal enemies but the victims themselves of a southenton or a result of the property of the southern or th	
	8.		my mother (India), whose doors are always open to you".	
			Whose doors are always open to you' here means	1
		400	you are always welcome to India	
		B.		
		C. D.	to enter India is very easy.	
_				
9.	-1	1	Answer questions 9-11 in one sentence each.	
	9).	What was special about the weapons Mahatma Gandhi used in the strug	gle
			for independence ?	1
	10		"Nations of the world, I greet you in the name of India, my mother;	my

SCORING KEY

Q. No.	1	2	3	5	6	7	Q
Key	В	D	C	D	D	В	A
 Marks	1 one	ab town D	100	2 11 2	1001112	A TANA	LESTAL

MARKING SCHEME

Q. No.	Outline Answers company on the party of	Value Points	Total Marks
10. Ti 11. Pet 12. Th rea a) b): 13. We the tow	hey were different from the weapons and before and did not cause bloodshed.	½ mark each.	2
15. Scho 1. w 2. g 3. m Anti- 1. di 2. m	He was first to teach us non-violence olars of Europe: wrote about past history and culture. ave us back our pride. nade us conscious of our culture. quarian and Archaeologist: iscovered our historic ruined cities. adde us aware of our past history.	Comprehension—2 Expression—1	3
1. se	rved the poor those in need of and those without hope.	Knowledge ½ mark for each of the 6 points—3 Expression—3	6

	mother whose home has a roof of snow". What does a 'roof of snow' refer to?	
11.	What can India offer the nations of the world?	2
12-14	Answer questions 12—14 in 40 to 50 words each.	
12.	Why does Sarojini Naidu describe the sea as "living"?	2
13.	"Men and women together, men and women of a common humani religion, no community, no text, no tongues divide us, for ours is mon destiny."	ty, let no
	Why is "ours a common destiny"?	2
14.	Why is Mahatma Gandhi referred to both as a prophet of nor	.01 3
15.	Why do we owe our thanks to (1) the scholars of Europe, (2) the antiquarian and archaeologis missionaries?	t, (3) the
	(Answer within 100 words)	6
	b) the ere is continuously moving.	
	We all belong to the human race, the Company with Life of the store we should all work together. Expressions that	-01
	towards a contain goal	
	L. He led the masses of Leducand. organised the commute for Account.	14,
	2. Everyone looked to min to guidants of an interest	
	I. He was from to cach us	
	TANK D. C. WALL	161
	t. prote about part airmy and dollars	
	I no de la conscience d'apprendent au la verille	
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	the same and the second of the	

QUESTION-WISE ANALYSIS

Serial No.	O bjective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Infers	Language	0	1	1	A	
2.	do	-do-	Text	0	1	1	В	
3	Knowledge	Recalls	Language	0	1	1	В	
4.	Comprehension	Interprets	Language	O	!	1	В	No.
5.	-do-	—do—	Text	0	ī	1	В	
6.	Knowledge	Recalls	Language	0	1	1	В	
7.	Comprehension	Interprets	Text	О	1	1	В	
8.	Comprehension	Grasps the idea	Language	0	1	1	В	
9.	Comprehension	Interprets	Text	VSA	1	2	C	
10.	Comprehension	Interprets	Text	VSA	1	2	В	
11.	Knowledge	Recalls	Text	VSA	2	3	В	
12.	Comprehension+ Expression	Infers+expresses	Text	SA	2	3	В	
13.	Comprehension+ Expression	Interprets+ expresses	Text	SA	3	4	В	
14.	Comprehension + Expression	Interprets+ expresses	Text	SA	2	3	В	
15.	Knowledge+ Expression	Recalls+ expresses	Text	Е	6	10	В	

*O for Objective type 5 mts. reserved for revision VSA for Very Short Answer type SA for Short Answer type E for Essay type

+A for Difficult
B for Average
C for Easy

FATHER HAS A BAD NIGHT



BLUE PRINT

FATHER HAS A BAD NIGHT

UNIT

TIME: 40 Munites CLASS: XI

4(2)*	3(3)	3(1)*	E SA VSA O E SA VSA O E	jective Knowledge Comprehension
2(2)*	4(2)*	4(2)*		SA VSA O E 3(1)*

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. Marks 5 Marks 10 *Denotes that marks have been combined to form one question. No. 1

Marks 4 Marks 6 No. 2 No. 6 15 No. 4 Very Short Answer (VSA) Short Answer (SA) Objective (O) Summary: Essay (E)

25

Scheme of Options: Nil Scheme of Sections: Nil

Father has a Bad Night

Time: 40 Minutes
Max. Marks: 25

Instructions

- A. All questions are compulsory.
- B. Read the questions carefully before you try to answer them.
- C. Marks are indicated against each question.
- D. Questions 1-6 have four answers each, marked A, B, C, and D. Write the letter of the correct answer A, B, C, or D alongwith the serial number of the question.

TEST

- 1. "That's enough about your toe," mother would cry. "Nobody cares about your toe, you know, Clare!" But father said that of course people did. Here we find that father was
 - A. surprised
 - B. angry
 - C. indifferent
 - D. disbelieving.
- 2. In his conversation father repeated the phrase "Bent my toes" in order to......others. The appropriate word for the blanks is
 - A. surprise
 - B. shock
 - C. amuse
 - D. impress.
- 3. "He sat up late, smoking and reading or pacing the floor and when he went to bed himself, he slept badly."

 This shows that father was
 - A. confused
 - B. miserable

	C. shocked
	D. restless.
	"He liked a man to be brave in a good, honest, full-blooded way." Here the phrase 'full-blooded' means
	A. complete
1	B. whole-hearted
	C. vigorous
	D. active
5.	Which of the following meanings applies to the word 'cross' in "He was cross with Mother"?
	A. bitter
	B. frustrated
	C. annoyed
K-GH) P	D. disappointed
6.	"They seemed to him portents of what might happen, even to him". Here 'portent' means
	A. profecy
	B. omen
	C. forecast
	D. prediction
7-8.	Use any two of the following pairs of words to differentiate their meaning:
	Cob—Cab
	Swore—Sore
	Doze—Dose
9-10.	
ex. creece	questions in about 50 words each.
9.	Why did Father leave Mrs. Wainwright to sit in some other car of the train?
10	. "It must have been terrible. We were so sorry for him". Show how Mrs. Crane's sympathy was misplaced.
11-12	2. Answer the following questions in 40 to 50 words each.
11	In what way was the winter morning ride both inconvenient and surprising to Father?
12	What was funny in Father's account of his fall?
	Answer the following question in about 100 words. What impressions do
	you gather of the character of Father from the lesson?

SCORING KEY AND MARKING SCHEME

					and the second	
	100	0	3	4	5	6
Q. No.	1	2	D.	C	C	В
Kev	D	D		1	1	1
Key Marks :	1	1 -	14-11-1	- I	THE RESERVE	147

Q. No.	Outline Answers	Value Points	Total Marks	
7.	William purchased a brown and sturdy cob for his cab.	1+1	2	
8.	He swore vehemently that from now onwards he would not be sore to his wife.	1+1	2	
_	If you are dozing, you should have a dose of non-sleeping pills.	1+1	2	
-	The Maratha army lay a siege around the fort and were able to seize the treasure inside.	1+1	2	

(Note: It is not necessary to use the pair of words in a single sentence. Any sentence which clarifies the meaning of the word may be accepted.)

9.	When Mrs. Wainrights' son grinned
	displaying the stumps of his broken
	the Eather found the signe
	horrible and also regarded it as some-
	that could happen to him. So
	he went and sat in the other couch.

Mrs. Crane thought it was the son who kept groaning throughout the night due to severe pain whereas the fact was that Father got disturbed by his son's reply and was restless. He groaned and groaned and when he went to bed, he had a bad night.

During the winter morning ride Father's horse fell with him and landed on his foot. The result was that he got one of his toes bent and

Comprehension-1 Expression-1

Comprehension-1 Expression-1

2

could not straighten it out. It also got a corn on it. Moreover, Father was surprised because he had a strange experience. This illusion that usually people who are brittle get smashed up in accidents was shattered. He who thought himself to be beyond damage met the similar fate.

12. Father is funny in his speech and behaviour. He calls his horse a stupid animal. He also got his toe bent and could not straighten it out. The fun of it all is that he considered himself to be strong and sturdy and others brittle. Even then he was damaged. Further, he goes on narrating the story of his fall time and again. He also shows the corn on his toe and calls his shoe-maker stupid.

- 13. a)
 - emotionally disturbed self-concerned and victim of illusions about himself.
 - selfish to the extent that demands sympathy from others even in the state of th case of trivial mishaps.
 - will not let anyone steal the d) limelight from him.
 - A funny and eccentric character his behaviour and speech caused laughter.

Comprehension-2 Expression-1

3

Comprehension-2 Expression-1

Comprehension-3 Expression-2

QUESTION-WISE ANALYSIS

Serial INO.	Objective	Specifications	Content Unit	Type of Questions*	Marrks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
		Infers	Text	0	1	1	B	
•	Comprehension		-do-	0	1	1		
2.	-do-	-do-	do-	0	1	1	В	
3.	-do-	Interprets	Language	0	1	1	В	
4.	-do-	Grasps meaning		0	1	1	В	
5.	-do-	-do-	-do-	0	1	1	A	
6.	-do-	-do-	-do-	VSA	2	2	В	
7.	Expression	Uses correct	-do-				В	
	Expression	structures	-do-	VSA	2	2		
8.	-do-	-do-	Text	SA	2	3	C	
9	Comprehension	Infers & uses structures		SA	2	3	В	
10.	-do-	Interprets & uses structures	-do-		lir-		5 B	
10.			-do-	SA	3			
11.	-do-	Infers & uses structures		SA		3	5 B	
12.	-do-	Infers & uses structures	-do-	F		5 1	.0 A	
13.	-do-	Interprets & uses structures	-40-	-		.5		
		Structure			-			-

4mts. reserved for revision.

*O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

†A for Difficult B for Average C for Easy

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BLUE PRINT

TINU MAXIMUM MARKS: 25

CLASS: XI
TIME: 40 Minutes

Expression Exp	
E dicate No. 1	
SA SA	77
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3(1) 3(1) stions (stions (stio	-
E SA V 1(1) 3(1) 5(5) 3(3) 3(1) 5(5) 3(3) 3(3) Stions and figures cone question. Marks : 5 Marks : 11 Marks : 3 Marks : 6	
Comprehension SA VSA 1(1) 2(2) 1(1) 2(2) (4) 2(2) (5) 3(3) 6(6) (5) 3(3) 6(6) (7(15) 17(15)	
SA O E SSA O E SSA O E SSA SSA O E SSA O O SSA O SSA O SSA O SSA O SSA O SSA O O O O O O O O O	
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25(15) 25(15) 25(15) 25(15) 25(15) 25(15) 25(15) 25(15) 25(15)	: 40 Minutes

15

25

and been discounted and made against out however the con-

Deal Month of doubt suggests that doubt had

ONLY LEST IN ENGINEE

+ "It was within one a beach-head of doubt..." Here the pluase

One Life writer on two pieces.

D. tord the writer in two pieces. the registrary and immortance Chilstine Barnard Max. Marks: 25 A think over the best procedure for the operation.

- C. mentally review that all arrangements are made. snorth D. arrive at a decision regarding the operation. A. All questions are compulsory.
 - Read each question carefully before you answer it.
 - Marks for all the questions are indicated against them.
 - Each question from 1 to 6 has four choices each marked A, B, C, D. Choose the one that is the best. Write the letter of best choice C. against the serial number of the question. C. Heressary preparation, were not yet made TEST diw grigging award Q

- 1. "If I had become accustomed to its presence in my being, why could I not keep it (doubt) within bounds". Here the phrase to 'keep at a side within abounds' means to all trans side to right suit bib with g 1 .A. B. bstop 0f or 2f or (if or v) anothering primelles off several. He e
- C. reduce

 D. abandon.

 Harden A. Branch Harden Branch Bra 2. "If we succeeded it would be more than the grafting of a heart". Here 'grafting of a heart' means

 - A. operating a heart

 B. removing a heart from the body
 - C. transplanting a heart

 - "I wanted to turn back but there was no turning". 'No turning' here means that
 - A. the surgeon had come to a dead end
 - B. there was no going back
 - C. there was no turning left or right
 - D. the corridor had no turning.

- UNIT TEST IN ENGLISH "It was within one a beach-head of doubt..." Here the phrase 4. "beach-head of doubt suggests that doubt had A. attacked the writer B. overcome the writer C. filled the writer with despair D. torn the writer in two pieces. After talking to the registrars and junior surgeons Christian Barnard A. think over the best procedure for the operation. B. pray for the success of the operation. C. mentally review that all arrangements are made. arrive at a decision regarding the operation. While walking to the operation theatre Christian Barnard was not sure that this was the right moment for the transplant mainly because he Each auestion from I to 6 has four choices cook that the thought A. more time may give him improved knowledge. B. his colleagues were jealous. necessary preparations were not yet made. he was playing with human life. 7-8. Answer the following questions (7 and 8) in about 15 to 18 words each. "The weight of doubt grew within me". What was the doubt? Why did the sight of the heart lung machine remove all doubts in 8. Christian Barnard's mind. Answer the following questions (9 to 11) in 25 to 30 words each. 9. Why does Christian Barnard call "doubt" his oldest enemy? What similarity do you find in Christian Barnard and someone preparing to enter a place of worship? What arguments does Christian Barnard give to convince himself that 11. the operation should be performed by him at that moment? Give your 12. Read the following passage carefully and answer the questions that
 - In that instant would be realised a dream as old as the heart of man. Certainly it was within Moses as he fell in a valley before seeing the promised land-of Alexander before he reached the Ganges, of Columbus before the Indies and Einstein before he could harness the Unified Field Theory. It lay in the heart of kings and popes and shoemakers forced to quit before their time. It was seen into the pattern of life itself for no one was born with the belief that he came into the world to quit it. He came to stay with the hope that the leaving of life would never be

51 ONE LIFE

a simple mechanical failure, but rather the arrival at a time when he could say that he had completed the circle, he had done his best, he had lived his promise and made it—or had failed it. Above all, he should not be forced to withdraw because the central pump of his existence had failed him.

- What is the age old dream of man? a)
- What is common to Moses, Alexander, Columbus and Einstein? 2 b)
- Why does the writer call the heart the 'central pump of existence'? 28; to report of month of the idual c)
- In the above passage what does the word 'withdraw' mean? 1 History It re-lared his contidence Became he had experienced it quite offen d) before and at maments of originand chal- a Expression as -1

The man would be assured of otleast

He would get the credit for the breakthrough.

The team of doctors was ready. The seam prehension is

The main orguments we given below:

The doctor is ready.

Mountain not the still

a lew more days of life.

If would be a break-through

The dream is in he able to live till he is able to felfi the goal which he

They were able to fulfit their goals

The iteart is a pump which parifies

without purified blood and the bensold translates a major with to gall So it is called the control pump of

Comprehen ins-1

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Expression mul-12"

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SCORING KEY AND MARKING SCHEME

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Kev	4 6
Marks A B B	B D A
1 1	B D A
2	tola) had there i
Q. No.	
Qutline Answer Va	lue points Total marks
7. The doubt	tue points Total marks
THE HUMBI Was at	Lante with the
8. With this machine he had done his first open-heart surgery. It restored his first	Deration
open-heart had done his first	peration.
9. Because he leave the restored his confiden	rode others on the above
- cause he had	ce.
before and at more it quite often	
lange it disturbed to Clisis and chal-	
10. The shower and him.	Expression -1 2
10. The shower symbolises a means for clean-	
sing the self. The operating theatre	Comprehension—1
is a place of worship. The main or	LADIASSION
11. The main arguments are	-2 3
11. The main arguments are given below:	and the second second second second
a) The man is to	
a) The man is dying. b) The doctor:	
The doctor is non-i-	
The man would be	
a few more days of life.	
d) The team of doctors was ready. e) It would be a break d	Com
e) It would be a leady.	Comprehension—3
e) It would be a break-through	
	Expression -2
f) He would get the credit for the breakth 12. a) The dream is to be able to live till	
12. a) The dream is to 1	Touch
The dream is to be able to live till	ougn.
he is able to fulfil the goal which he has set for himself	
has set for himself.	Comprehensi
b) They were able to fulfil at	Comprehension—1 Expression—1
b) They were able to fulfil their goals.	Company -1 2
c) (i) The heart :	Comprehension—1
c) (i) The heart is a pump which purifies	Expression —1 2
(ii) without makes	200
TACHOUI DIFIFE J 1 1	
ting of the heart was and the bea-	
ting of the heart we cannot live. So it is called the central pump of our existence.	Comme
our existence.	Comprehension—1
d) Die	Expression -1 2
DIC	to the control of the
	1

QUESTION-WISE ANALYSIS

Serial No	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1	Comprehension	Grasps	Language Content	0	1	1	В	
2.	– do –	_ do _	- do -	0	1	1	С	
3.	— do —	_ do _	- do -	0	1	1	В	
4.	— do —	_ do _	- do -	О	1	1	A	
5.	_ do _	Interprets	Textual Content	0	1	1	С	
6.		Infers	- do -	0	1	1	В	
	do -	Interprets	- do -	VSA	1	1	В	41
7.	— do —	Locates	_ do _	VSA	1	1	В	
8.	- do -	e Cypr	- do -	S A	2	2	В	
9.	Comprehension+ Expression	esses	_ do _	SA	3	4	A	
10,	Comprehension+ Expression	LAPICOO		Е	5	6	A	
11.	Comprehension+ Expression	63363,		SA	2	2	В	
12.(a)	Comprehension- Expression	and	_ do _	SA	2	2	В	
(b)	Comprehension- Expression	LAP	_ do _	SA	2	2	В	
(c)	Comprehension- Expression	Interprets		VSA	1	1	В	
(d)	Comprehension	Grasps	Language Content				for	
		And Park					+ A for i	

^{*} O for Objective type VSA for Very Short Answers type SA for Short Answer type E for Essay type

3 mts. for revision

B for Average C for Easy

Superior of Section 2	40 9		radio la	3		Treat Target	CEVE STATE
THE F	POR	TR	RAIT OF	A	LA	DΥ	ed by Write
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BLUE PRINT

: THE PORTRAIT OF A LADY MAXIMUM MARKS: 30

CLASS: XI

TIME: 45 Minutes

Objective		Knov	Knowledge			Comprehension	hensio	u		Expression	_	Total
Form of Question Content Unit	E	SA	VSA	0	回	SA	VSA	0	田	SA VSA	0	
Language Content				2(2)				3(3)		(I)I		(9)9
		2(1)	1(1)									
Taxtual Content					3(1)	*			4 (* * *)	0 1		24(11)
						2(1)	2(2)					
						4(4)		1(1)		*		
SUB-TOTAL		2(1)	1(1) 2(2)	2(2)	3(1)	6(5) 2(2)	2(2)	4(4)	4 (—)	4(4) 4(-) 5(-) 1(1)		30(17)
TOTAL		5(4)				15(12)	2)			(1)0[1)		30(17)
Notes Eigen										13.45		
	ckets in	dicate	the ni	"haha"	30							

vithin brackets indicate the number of questions and figures outside the brackets indicate marks. *Denotes that marks have been combined to form one question. Summary

Essay (E)

No. 1 No. 6 Short Answer (SA)

Very Short Answer (VSA) No. 4 Objective (O)

No. 6

Marks 4 Marks 6

Marks 7 Marks 13 30

Scheme of Options: Nil Scheme of Sections: Nil

1

Instructions while a set to page the page and to set blot name add. . . .

		PROPERTY AND PERSONS ASSESSED.	10.00	
A	All	questions	are	compulsory.

- quite absurd and and punied on her part and we fremed within Read the questions carefully before you try to answer them.
- Questions 1 to 6 have four answers each, marked A, B, C, and D. Write the letter of the correct answer alongwith the serial number of the В. C.
- Marks for each question are indicated against it. question. D.

TEST

- D. handed down from of "Her lips constantly moved in inaudible prayers". Here 'inaudible' A. prayer could be heard with difficulty 1. means
 - B. prayer couldn't be heard at all

 - D. no word could be understood.
- C. no meaning could be understood squares and sorting sort 2. The author calls his grandmother's prayers "monotonous". Here 'monotonous' means uninteresting because it was incil segrending A. without variety made an amban property and an appear
 - B. tiring
- D. not understood. The author's grandmother couldn't move about quickly because she
 - A. hobbled around
- C. kept one hand resting on her waist

 - "Her face was a criss-cross of wrinkles running from everywhere to

Here the phrase 'from everywhere to everywhere' means that her face was wrinkled.....

- A. thoroughly
- B. closely
- C. excessively
- D totally.

5.	"As for my grandmother being young and pretty, the thought was revolting".
	Here the word 'revolting' means
figures.	A absolutely unbelieveble
	D
	C. most unwelcome
	D. very disturbing.
6.	
	The state and undigitified the part and was the state of the
white.	. The following are some character
odr lo	II IS 3 COOFT toblo
	A. not based on facts
	B. intended to give moral teaching C. about animals
	and the same of th
feld to	D. handed down from olden times.
7-10	Answer the following questions in 10 to 15 words each.
7.	Give the reason why the grandmother took to feeding the
8. 9.	and withat the giandmother died o or
۶.	Why?
10.	THE PARTY OF THE P
	Traine a senience of your own bains
11-17	The state of the s
11.	Answer the following questions in about 40 words each.
12.	Give two examples to show that grandmother was religious minded. 2
1 or	quite absurd and undignife. I see used to play as a child. That seemed
	why does the author regard the idea of t
10	undignified?
13.	Why does the author regard his grandmother beautiful rather than
01 014.	What death and
14.	What does the author mean when he says that his grandmother couldn't
15.	Why was the grandmother unhapped 1
	Why was the grandmother unhappy about the studies of her grandson.?
16.	Compare the behaviour of the birds while the grandmother was alive
17.	Show how the anti-
17.	Show how the author and his grandmother were friends and how this friendship changed as the author grew older. Answer in 100 100
	friendship changed as the author grew older. Answer in 100-120 words. 7
	33-5-120 Holds. /

SCORING KEY AND MARKING SCHEME

	SCORING 22	
	2 2 3 2 7 0 4 1 77 97 5	6
Q. No	D I I I I I I I I I I I I I I I I I I I	A
Key	B A A A A A A A A A A A A A A A A A A A	1
Marks	1 1 1 I I I I I I I I I I I I I I I I I	
IVIAI KS		Marks
	Outline Answer Value points	Mulks
Q. No	Outline and the second of the	
	She sought an object to shower her	
	She cought an object to shower her	27
7.	She sought an object to shows affection after her grandson was put in	1
	congrate room.	
	There was no sign of worry on her face	
8.	There was no sign of worry and telling and she continued praying and telling	1
	and she continued playing the last moment.	
	her peaus till tar	1
9.	She was contented and serene.	
	He accepted his failure in the exami-	
10.	He accepted his failure in the examination with resignation. Any other nation with resignation out the meaning	
	nation with resignation. Any other sentence bringing out the meaning sentence bringing out the meaning thing without any complaint.	1
	sentence bringing out the meaning— accepting a thing without any complaint.	
	Any two of the following	
11.	Any two of the following	
	1-dy said her prayers	
	and remained busy in terms	1774
	beads till she died.	
	1	
	and read scriptures. (c) She felt distressed on the point (c) She felt distressed didn't teach	
	(c) She felt distressed on the point that the English schools didn't teach that the English schools didn't teach	
	God and the scriptures.	
	Comprehension-1	
	the heginning and the Fynression	2
	later on out of charity.	
	11 that the author could -1	2
12.	She was so old that the day never think of her as a young child never think of her as a young child.	
	never think of her as a puckered face.	
13.	She had a wrinkled and puckered face. She had a wrinkled and puckered face.	
15.	She had a wrinkled and puerty. She couldn't have been regarded pretty. Comprehension-left a	
	By t she was heauthur both Expression -	1 3
	pleasing effect on others.	
	1 - other always as old do	
14.	He saw his grandmother arways she was seen on the last occasion. More-she was seen on the last occasion. Comprehension-	1
		1
	over, she was already so ever, she was already	
	Contour trace 2	

15.

- (1) Education in an English school gave no place for religious education.
- (2) She was not convinced about the scientific truths because they contradicated her own beliefs.
- (3) She could not help him with his lessons.
- (4) She resented the idea of children being taught music because she associated it with beggars and harlots. 1+1

affection a lee her grandson was par in val

16. Before the death

- chirruped merrily
- perched on the grandmothers legs, head and shoulders and she continued in
- ate bread crumbs

After

- He accepted his failure in the accord-Thousands of sparrows were still there was the first the sparrows were still there but they were absolutely silent.
- did not take notice of the bread to brough want to carry the same and the carry to be a second to the bread to be a second to the bread to be a second to the bread to the bre
- they flew away quietly.

Comprehension-2 **Expression** of called any and bearings land

17. They were friends

- The author lived with his grandmother.
- The grandmother took care of all his activities.
- accompanied him to the school.
- The author loved to hear her sing.

City— a turning-point in their friendship.

- they still shared a room.
- grandmother did not accompany him to
- the Grandmother was not happy with his education.
- when he went to the university—he had a separate room.
- common link of friendship snapped.
- grandmother diverted her attention to the sparrows.

Comprehension-3 Expression -4

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specification	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty levels+	Remarks
1.	Knowledge	Recognises	Language	0	1	1	С	
2.	22	,,	,,	0	1	1	СВ	
3.	Comprehension	Interprets	Textual Content	0	1	1	В	
4.	,,,	,,	Language	0	1	1	В	
5.	,,	,,	"—	0	1	1	В	
6.	,,	,, L. Forg	Textual	VSA	1	1	В	
7.	,,	Infers	,,	VSA	1	1	В	
8. 9.	Knowledge Comprehension		,,	VSA	1	1	В	
10.	Expression	Uses words correctly	Language	VSA	1	1	В	
11.	Comprehension- Expression		Textual	SA	2	3	B	
12.	Expression ,,	Infers and expresses	,,	SA		3	В	
13.	,,	22.	,,	SA		3	В	
14.	,,,	,,	13	SA		3	В	
15		Recalls + Comprehension-	,,	SA	3	5	В	
16.	Comprehension Expression	expresses	,,	E	7	10	P	
17	. "	tion ships & expresses	5 mts. fo		1		or Difficu	

^{*} O for Objective type VSA for Very Short Answer type SA for Short Answer type E for Essay type

5 mts. for revision

+ A for Difficult B for Average C for Easy

Scheine of Patricus : p. 9. 2. p. 1.	25(14)	Sr(10)	20(9) 05	William Cale	otic	Total Total		
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	ACIAL STORY	(1)(1))).	The Print Contains	Light house of the Light headed?		TAXEMEN MABKE TO DINE	

BLUE PRINT

: A DIALOGUE ON CIVILISATION MAXIMUM MARKS: 25

LIND

CLASS: XI

TIME: 40 Minutes	Total		5(5)	20(9)		25(14)	25(14)	(1)
L		0						
)[ssion	VSA	(2)	ONO	H	2(2)	00	7
	Expression	SA			3(-)	3(-)	7(2)	,
		Э	H	2(*)		4(4) 2(-) 3(-)		
		0	3(3)	1(1)		4(4)		Ī
	Comprehension	SA VSA		2(2)		2(2)		
		SA		***	(6)0	6(3)	12(9)	
		ы						
		0		1(1)		(I)I		
	Knowledge	VSA						
	Knov	SA		2(1)		2(1)	6(3)	
25		Э		3(1)		3(1)		
MAAIMUM MARKS: 25	Objective	Content Unit	Language Content	Textual Content		SUB-TOTAL	TOTAL	Media .

: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. Notes

*Denotes that marks have been combined to form one question.

No. 1 Short Answer (SA) Summary: Essay (E)

No. 4 No. 5 No. 5 Very Short Answer (VSA)

Objective (O)

Marks: 5 Marks: 11

Marks: 5 Marks: 4

Scheme of Options: Nil Scheme of Sections: Nil

A Dialogue on Civilisation

HALLOW IN THEIR THU

Time: 40 Minutes Dadiatel Way Donot Max. Marks: 25

A. cause confusion A.

Ins

8

	The obvers before a discretely redirection people at an
	The phrase 'wicked to think' mean that we harpe and
truc	tions
A. B.	All questions are compulsory. Read the questions carefully before you try to answer them. Marks are indicated against each question. Marks are indicated against each question.
C. D	Questions 1-4 have four answers A. R. C. or D alongwith the serial number of
	the question. Management and an appropriate the question in section in the property of the pro
	8. 1 "Wen't you get sick of then TEST plain the phrase for get sick." 9. "Anyway grown-up people middled be a sick."
	alux and modern and last in idea from others? de all
1.	Which of the following
	A. Shakespeare's plays
	B. Raphael's pictures C. Beethoven's music properties C. Beethov
	a 1'-b'e enjendid paraces.
2	Shakespeare and Raphael and Beethoven are the sort of 1
	count because
	A. we shall like them some day B. grown-ups make a great fuss about them C. they did things that people are proud of D. they lived in earlier centuries.
	3. 'I think we may be getting warmer'. The phrase 'getting warmer' here means
	A. more enthusiastic

B. getting involved

D. approaching a discovery.

C. more interested

4.	'They are only good because they get into rows if they are not'. The phrase 'get into rows' is closest in meaning to
dinutes es : 25	A. cause confusion
5.	'It was wicked to think differently from other people'.
	The phrase 'wicked to think' means that
	A. they think wickedly
	B. they are wicked if they think do luquido are applicant it a
	C. their thinking only is wicked
lo 1:60	D. only wicked people think in this manner.
7.	whereby we can escape being savages
1.	Mention any two ways by which the Government helps the process of civilisation.
8.	"Won't you get sick of them?" Explain the phrase 'to get sick'.
9.	and way grown-lip people males
	District Additional Control of the C
10.	between beautiful and useful things
11-13	Answer the following questions in 30 to 40 words:
11.	How is being civilised a matter of pride?
12.	What was new about Watt's watching the 1
of v13eld	How are pigs comparable to and contrasted with the Romans? What was Lucy's concept of large and the Romans?
14.	What was Lucy's concept of being civiliant the Romans?
	What was Lucy's concept of being civilised which had to be changed? 5 (Answer in 50 to 60 words.)
	A, we shall like them some day
	A. we shall like their some day. B. grown-was make a great fust about them B. grown-was make a great fust about of
	B. grown-uns make a great to. C. they did things that people are proud of. D. they lived in earlier contaries.
1	a Tribink we may be getting nurmer'.
*	The phrase 'petring was mer' here means
	A, more entingsiactic
	B. getting myongs
	C, more interested D, approaching a discovery-
	10.00

SCORING KEY AND MARKING SCHEME

2 200	No. 1 2 3 D	4 5 C B	N.
K	ey D C 1	1 1	
N	larks	Value points Ma	rks
Q. No.	Outline Answer	may in a collection of	J
6.	Any one of the following:		
· _			W
_	- The FILES OF Post		1
	the making beautiful things.		
7.	Any two of the lollowing.	MACHINE TO A STATE OF THE PARTY	
_	ensuring social security maintenance of law and order	1 1	1
	maintenance of law date ensuring political justice	1 2	
9-	ensuring political just		
8.	to get tired of pay excessive/unnecessary		
9.			
	attention. Beautiful things give lasting	1	
10. —		1	
1 - 0			
11			
11.			
	good, or beautiful to	Comprehension-2	
	exists. It is for the believed of it. people and we can be proud of it.	Expression -1	
	It caused him to think which		
12. —	led to more knowledge about		
1 2	the world. It led to invention of new	Comprehension-2	
	things.	Expression 1	
	marable because		
13	they share excessive		
	for enormous meals.		
	different occurs		
4 0	have no sense to be ster	Comprehension-2	
	afterwards.	Expression -1	
	tor clothes, riding		
14.	- Wearing proper clothat, in buses and cars and having		
S.F. T.	in buses and care		
	money. having beautiful and splendid		
65310	il in ac	Comprehension-3	
	not being a glutton.	Expression -2	

QUESTION-WISE ANALYSIS

Sorial Number		Specifications	Content Unit	Type of Ouestions*	Marke Allottod	Estimated time for answering	in minutes Estimated difficulty	revel+ Remarks
1.	. Knowledge	Recognises	Text	0	_	1	C	
2.	Comprehensio	Infers	,,	0	1	1	В	
3.	,,	Grasps the meaning	Languag	e O	1	1	В	
4.	,,	"	,,	0	1	1	В	
5.	39,	27	,,	0	1	1	В	
6.	.,,	Interprets	Text	VSA	1	2	В	
7.	,,	,,	,,	VSA	1	2		
8.	Expression	xplains	Language	VSA	1	2	В	
9.	25	,,	,	VSA	1	2	В	
10.	Knowledge	Recalls	Text	SA	2	3	C	
11.	Comprehension+ Expression	Infers and Expresses	,,	SA	3	4	A	
2.	,,	"	,,	SA	3	4	В	
3.	المراجعة "معالية	Compares and Expresses	,,	SA	3	4		
	Knowledge and Expression	Recalls and expresses	,,	E	5	7	В	

5 mts. for revision

^{*} O of Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

TO SIR, WITH LOVE

BLUE PRINT

CLASS: XI

UNIT : TO SIR, WITH LOVE MAXIMUM MARKS : 25 LIND

C7 : CANAMI MICHIGAN	. 23											F	TATE . 40 M.	
Objective		Кпом	Knowledge			Comprehension	hension			Expr	Expression		Time: 40 Minutes	-
Form of Ouestion		-						1			10000		Lotal	-
Content Unit	E	SA	VSA	0	田	SA	VSA	0	田	SA	VSA	0		
Language Content			1(1)	(0)				3(6)		NEL-4			(11)7	
	1		1			Ī	Ì	ĺ			2(2)			
	2(1)								3(*)					
Textual Content		(E)				*] *{				*[] *			18(7)	
一日 中華に 日本 中国						1(1)				2(-)				
No. of Contract Contr		Ì		1				1(2)						
SUB-TOTAL	2(1)	(1) (1)	1(1)	1(2)		(6)	4	4(8) 3(<u> </u>	3(-) 5(-) 2(2)	2(2)		25(18)	
TOTAL		5(5)				10/11)		-		10.01	-			
							,			10(2)			25(18)	
Notes : Figures within brackets indicate the number of	ackets	ndicate	the mi	mho	0			-	2007	200		_		

: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. *Denotes that marks have been combined to form one question.

Essay (E) Summary:

No. 3 No. 10 Very Short Answer (VSA) Short Answer (SA) Objective (O)

Marks: Marks: Marks:

Marks:

25

18

Scheme of Options: Nil Scheme of Sections: Nil

and 4. "Parcela Bare has just horred her way in". Here, barged in means

To Sir, With Love baroling A C. milled in trucky out with with a branch and cour 's

the active men representation with a view or in beggang of Max. Marks: 25 This means that they do give you and no rest prount

A were very interested in what Mr. Buildwelle was saying contracted

- A. All questions are compulsory. B. Read the questions carefully before answering them.
- C. First 10 questions carry half a mark each. For the rest of the questions The grant marks are indicated against them. The attention of the state of the state

B were interested though they did in a want to be

The first ten questions have four answers each, marked A, B, C, and D. Write the letter of the correct answer alongwith the serial number of the question. Where the working the and by a still ton his the

- What are tespect enough TEST on politicity is the bib D D. thought abould always be called "Miser I has blunds ero "He quailed visibly before their concerted eyes". 1. Here concerted means and this said this said the means and with the said th
 - A. he had removed something from his cuff B. combined mond of the spare of the mondender of .A.

 - C. concentrated mayalar the has saw bies bed bet he tadw .
- D, the last bit was totally off the coint. "Even the husky, blase Denham was leaning forward on his desk watchwaited for the students to ing me". Here blase means A. be reved the next course of food
 - A. blessed
 - B. bold

 - D. think over and understand what he had said, .tnuld .C. The sentence, "the younger ones will ape everything you do or say" means that the younger ones will A. act like monkeys at adv that bluow adv that equal and .A.

B. tell him that what he said was unpleasant

C. diagost the food they had just taken

- B. initiate what you do beyonn had one ocupped useds .8 C. appreciate what you do was tally use of economics. D. criticise your actions. hadrufd advantaged acing us. Q

- "Pamela Dare has just barged her way in". Here 'barged in' means
 - A. entered quickly
 - B. walked in late
 - C. rushed in rudely
 - D. stepped in awkwardly.
- 5. "They were interested in spite of themselves".

This means that they

- A. were very interested in what Mr. Braithwaite was saying
- B. were interested though they did not want to be
- C. resented some of the boys showing an interest
- D. were interested but did not want to show it.
- 6. "Now, is there any lady present whom you consider unworthy of your courtesies?" When he said this Mr. Braithwaite wanted Potter to say if there was any lady present whom he write the letter of the correct maswer alongs
 - A. did not like
 - B. really admired
 - C. did not respect enough to address politely
 - D. thought should always be called "Miss".
 - 7. "This last bit was right off the cuff".

When Mr. Braithwaite said this he meant that

- A. he had removed something from his cuff
- B. he had made it up on the spur of the moment id not determined.
- C. what he had said was not at all relevant
- D. the last bit was totally off the point.
- "I gave them a moment to digest this". This means that Mr. Braithwaite
 - A. be served the next course of food
 - B. tell him that what he said was unpleasant
 - C. diagest the food they had just taken
 - D. think over and understand what he had said.
- After Mr. Braithwaite's comment regarding Miss Dare's entrance, her classmates watched her with
 - A. the hope that she would defy the teacher on sall some
 - B. anger because she had annoyed the teacher was an annoyed to the teacher was an an annoyed to the teacher was an an
 - C. eagerness to see what she would do next
 - D. surprise because she blushed.

		"She was quite pleased about it and promised to lay it on thick". This
	10.	"She was quite pleased about it and products
		means that Grace Dale Evalls was going to
	OFA.	
	CI '	
	-	a : them a cound scolding for their out
.0		
13	11.	"You are the top class; the operative world is top . Explain the
	11.	ing of operative in this sentence.
	12.	
1	12.	"You will be embarked on the very dead with? What is the word 'embark' normally associated with? What is the word 'embark' normally associated with?
5	13.	Use the phrase "earning a living in a seach
	13.	Answer questions 14-17 in 40 to 50 hours but I felt sure she'd help".
	14.	"I'd have to see Grace about it during recess, but I be a Braithwaite require
	*****	What did Mrs. Dale Evans teach and
		her help? her help? her help ? her help ? her help ? her help?
	15.	her help? How would the conduct of the junior boys be the responsibility of the
		hove in the top class:
		"I have decided that from now on you who each other." Why did Mr.
	16.	i have me and by cach other.
	16.	but as young men and women, of
1	16.	but as young men and women, of
ししてお	16.17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the
4 一 老		but as young men and women, of a Braithwaite think this was necessary? Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the was should call the girls in the class "Miss". 3 45. class late (Answer
4 一 年		Braithwaite think this was necessary? Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Bescribe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late.
L E	17.	but as young men and women, of a Braithwaite think this was necessary? Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late.
4 - 4	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late. 5 in 80 to 100 words).
4 - 2	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the What arguments did Mris in the class "Miss". Boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late. 5 in 80 to 100 words).
	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
2 - 2 - 2	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late.
2 - 2 2	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late. 5 in 80 to 100 words).
£ & & &	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
2 - 2 - 3	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
2 - 2 2 2	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
2 - 2 - 3 - 3	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
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L - E - E - E - E	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words).
	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer Describe what happened when Miss Dare came to class late.) 5 in 80 to 100 words).
	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words). 5 in 80 to 100 words). 5 in 80 to 100 words).
L - E - E - E - E	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words). 5 in 80 to 100 words). 5 in 80 to 100 words).
	17.	Braithwaite think this was necessary? What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words). 5 in 80 to 100 words).

SCORING KEY AND MARKING SCHEME

	ON BUILD WITH BUILD ON THE NEW YORKS	means that Grace Dal	UNITED
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41.	operative means important or significant	On Iron 1	
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14.	The Lyans Langing Lomestic colonia	K 0.7	.81 1
. "alon		Answer questions re-	
oniumo	give the girls the same type of advice as	out to sou or avey Pile.	14.
8	she could give. The advice would deal	What did Mrs. Date	
utit, It	With personal bygions are C. t	Knowledge 1	
6	with personal hygiene, care of clothes and principles of lady-like behavior	Comprehension 1	15.
Justi	res of lady-like behaviour.	Expression 1	3
15.	The Junior boys would imitate and have	and bobiosb sand P	.01
6	worship their seniors. Thus it was		-1/1
off the	necessary for them to set a good avanual.	Comprehension 1 Expression 2	
16.	The students would be treated as yours	Expression 2	3
19Wen)	men and women because	boys should call the g	
×		Describe what happen	
	1. in six months they would be leaving	in 80 to 100 words).	.81
	school to earn their own living.	25 A 201 01 00 H	
	2. certain higher standards of conduct		
	were expected of them as young adults		
	3. It will help in establishing his	Comprehension 2	
	rapport with the class.	Date -	
17.	The two arguments are	Expression 1	3-
	(i) the girls are all worthy of		
	respect and courtesy.	Comprehension 2	
	(ii) it would be good	Expression 1	College College
	(ii) it would be good practice for them		3.
	when they leave school and start working	ς.	
18.	1. Miss Dare enters rudely and very late.		
	2. She expects admiration		
	2. Mr. Droithmaile 1		
	3. Mr. Braithwaite describes the two ways o	\mathbf{f}	
	entering and asks her to demonstrate the	right way	
	to be and y out does as the acke	Knowl- 1	
	5. This is a victory for Mr. Braithwaite.	Evan	
	the state of the s	Expression 35	

QUESTION-WISE ANALYSIS

		QUESTION-	WISE A	VAL	YSIC	A)).	_		
Serial Number	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering	in minutes	Estimated difficulty level+	Remarks
1.	Knowledge	Recognises	Language	0	1/2	1		B A	
2.	,,	,,	,,	0	1/2		1	В	
3.	Comprehension	Grasps	FOR	0	1/2		1	В	
4.	,,	,,	,,	0	1 3		1	A	
5.	,,	.,	,,	0	1 2		1	В	
6.	,,	,,,	,,	0	į		1	В	
7.	33	,,,	,,	0	1		1	С	
8.	,,	Infers	Text	0	3		1	В	
9.	,,	Grasps	99	C		1 2	1	A	
10		Uses words	Langua	ge V	SA	1	1	В	
11		Recalls	,,	v	SA	1	1	В	
	2. Knowledge 3. Expression	Uses words	**		SA	1	2	В	
	4. Knowledge,	Recalls, Infer uses words	s, Text		SA	3		В	
	Expression		,,		SA	3	4	В	
1	Expression 16.	Infers+uses words	,,	\$ No.	SA	3	4	В	
	17. "	Interprets & uses words			SA E	5	7	В	
	Knowledge & Expression.	Recalls + use words	s " , are reserved	for rev	l.	1		A for Dif	~ 1

^{*} O for Objective type VSA for Very Short Answer type SA for Short Answer type E for Essay type

GUIDELINES FOR GOOD TALK

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BLUE PRINT

: GUIDELINES FOR GOOD TALK

CLASS: XI

MAXIMUM MARKS: 25

LINI

Objective

TIME: 40 Minutes Total 0 VSA Expression SA Y 2(2) 0 Comprehension VSA SA 田 2(2) 0 Knowledge VSA SA H Form of Question

8(8)

1(1)

3(3)

Language Content

Content Unit

25(16) 25(16) 17(8) 5(-) 2(-) 3(-) 2(-) 3(-) 2(2) 5(5) 4(4) 14(10) 4(2) 4(2) 3(1) 3(1) 2(2) 1(1) 4(4) (9)9 Textual Content SUB-TOTAL TOTAL Notes

Figures within brackets indicate the number of questions and figures outside the brackets indicate marks. *Denotes that marks have been combined to form one question.

9 9 6

Marks: Marks:

Summary: Essay (E)
Short Answer (SA)
Very Short Answer (VSA)

Objective (0)

No. 1 No. 2 SA) No. 9

No. 9 No. 4

Scheme of Options:Nil Scheme of Sections: Nil

25

Marks: 4

Marks

Guidelines for Good Talk

To he a good conversational of the receiving to be a guard for anter

Time: 40 Minutes

Max. Marks: 25

		Holling to the second language to Loude to the Max. Marks
1		
- 8	MI.	In what respect to conversation, and to brising or a location of the stories of my frond was not be to briefing or better
	N N	Were not crafully pletted. What does he abrae the come and
Instru	ctio	were not ordered with the death with the period with the companies of the period with the peri
		LINE FOR THE CONTRACT OF THE PROPERTY OF THE P
A		
В		Read the question carefully before you try to answer it. Marks are indicated against each question. Marks are indicated against each question. A have four answers each, marked A, B, C and D. Write the
C		
D).	Marks are indicated against each question. Marks are indicated against each question. Question 1-4 have four answers each, marked A, B, C and D. Write the Question 1-4 have four answers each, marked A, B, C and D. Write the Question 1-4 have four answers each, marked A, B, C and D. Write the Question 1-4 have four answers A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the correct answer A, B, C or D alongwith the serial number of letter of the letter of the correct answer A, B, C or D alongwith the serial number of letter of the lett
1		letter of the correct and we
		the question.
¥ .		the question. "I am thinking, rather, of one of the highest manifestations of human
_1	d.o	1 am thinking, ran-
		intelligence." The adverb 'rather' in the above sentence means
		The advertible remaining the state of the second and
i.	100	A. more truly B. most willingly
1		B. most willingly
ply	14.55	C. to some extent
	4-24	D preferably.
0		The phrase 'small talk' is closest in idea to
	2.	The phrase small carry
		A. inconsequential chit-chat
		- le conversation
		C. talk on kitchen topics
		D bridge talk.
		Cloth weighty matters in a motley, garb' Cloth weighty meaning of 'motley' here is
	3.	Cloth weighty matters in a morrey, as The implied meaning of 'motley' here is
		A. light
		B. comic
		C. colourful
		D. serious. 'To be meaningful, a conversation should head in a general direction' the phrase 'to be meaningful' means to
		the meaningful, a conversation should nead in a second means to
	4.	'To be meaningful, a conversation should near to In the above, the phrase 'to be meaningful' means to
		In the acces,

A. have several meanings

B. be significant C. be interesting D. be exact.

UNIT TEST IN ENGLISH

5.	
J.	To be a good converse:
	also Why 2
THE LITTLE STATE OF	To be a good conversationalist it is necessary to be a good listeneer
6.	What is the writer's opinion about a player who always wants to win? 1 Give one example of 'enforced conversation'
7.	Give one example acces a
8.	Give one example of 'enforced conversation'.
	III the Hist place contain 1
25	'In the first place, certain subjects should be taboo'. Why should
9.	Conversation is a party i
	In what respect transaction, not a briefing and
10	in what respect is conversation different from brief.
10.	The stories of my c:
	were not artfully plotted'. What does the phrase 'artfully plotted' mean in the above sentence?
11 10	Explain the faller:
11-13	Explain the following terms in one sentence each
11.	Explain the following terms in one sentence each:
12.	transform abstractions into language. mutual edifice of ideas.
13.	convey images from one mind to anoth
14.	Good conversed.
***	Cood conversation is assentially
	of things'. Seattlally a mutual search for the essence
	Describe two conditions that 1
15.	Pity the husband or wife mit
15.	Describe two conditions that adversely affect this 'mutual search'. Yeity the husband or wife with a garrulous mate'. Write in 30 wends why we should pity such a large agarrulous mate'.
	why we should pity such a hard surface. Write in 30 words
15.	why we should pity such a hard surface. Write in 30 words
	'Its the quality, not the quantity, that counts.' In about 80 words
	'Its the quality, not the quantity, that counts.' In about 80 words apply
	'Its the quality, not the quantity, that counts.' In about 80 words apply
	'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk.
	'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk.
	'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk.
	'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk.
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk.
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'Its the quality, not the quantity, that counts.' In about 80 words apply 6
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'Its the quality, not the quantity, that counts.' In about 80 words apply 6
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6 113 114 115 115 115 115 115 115
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'In about 80 words apply and the maximum to good talk. 'In about 80 words apply and the maximum to good talk. 'In about 80 words apply and the maximum to good talk. 'In about 80 words apply apply the maximum to good talk.
	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6 6 6 6 6 6 7 7 7 7 7 7 7
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'In about 80 words apply 6
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'In about 80 words apply 6
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6 13 14 15 16 16 16 17 16 17 16 17 17 17
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6 13 14 15 16 16 16 17 16 17 16 17 17 17
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'In about 80 words apply a substant than a substant that a su
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 'In about 80 words apply a substant than a substant that a su
16.	why we should pity such a husband or wife. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6 13 14 15 16 16 16 17 16 17 16 17 17 17

C. De interesting D. he exact.

SCORING KEY AND MARKING SCHEME

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	Key		2.2	1	3	1	1	1	
	Mar	ks	286	5					100
		ar sind	367 50 504		C			M	arks
	Q.	No		01	utline	Answer	Value po	ints M	urks
	۷.				N.		20.000	MATERIAL	1
	5.	Oth	erwise ex	chang	ge of i	deas would	not be possible.	Knowledge	1
	6.	LIa	condemt	s him	outri	gnt.		A	
	7.	For	evample	the l	nostes	s tells Mr. 2	ζ		
		tor	elate his	experi	ience	in U.K. (or			1
			other ex	ample	:).		Grange	Comprehenous	1
	0	D	arrea that	are C	Inll ar	nd specialise	d.		1
	8.	Cor	ausc the	n is no	ot don	e by a single	e person.		
	9.	COL	lifully ar	to naced	AZV	X9T			1
1	0.	SKI	illully ar	angeo		1. 1.4.	longuage		1
1	11.	Abi	lity to pu	it abst	ract t	houghts into) language.		
1	12.	Ab	ility to an	rrange	ideas	in an order		satisferentit	1
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1	13.	Car	munica	ting o	ne's 10	leas and im	ages to others.	motion in local	1
	14.	(0)	If one n	erson	does	ill the tarking		Moltiful 1995	
	1 1000	(b)	If two p	ersons	are t	aking at the		1	0
		8	same tir	ne.	VSA	1		ression -1	3
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	15.	_	The other	er spot	use w	ould loose	Schrang		
	15.		interact	and no	of par	licipate.			111
			would be	hore	d but	compelled	P.ccells P.	Knowiege 2	
		건	to listen.	000	30000		Con	prehension-2	3
	1				1000		the same of the sa	ession -1	3
	16.	A	In most	circun	nstand	es silence is			101
	10.		preferah	le to i	ncons	equential			1.6
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			Certain	dull a	nd spe	cialised	interprets y	Comprehension-	.51
		28	1. in ata	choul	d he t	aboo.	expresses	Expression	
			Tilnocc o	nd one	eratio	ns not to be	discussed.		21
		Ħ	Timess a	ntion	choul	d be zestful	and the same		
		-	Convers	ation	SHOUL	eighty and	tubborn.		
			but not	offens	ive, w	eighty and s	Cor	mprehension-3	
	F	_	It shoul	d be e	njoya	bie and		pression -3	
			meaning	gful.		parties tol	LA	WA SHARMAD AND A	

PSA for For More Innertype

+ A for Difficult

B for Arrest

QUESTION-WISE ANALYSIS

Serial Number	Objective Comprehension	Specifications Grasps the	Content Unit	Type of Ouestions*	Marks Allotted	Estimated time for answering	rtes ed	10
		Grasps the		ype	Mark	Estima for ans	Estimated difficulty	Remarks
2.		meaning	Language		n C	1	A	5
	Knowledge	Recalls	1000	0	i	ואָכ פֿוּטוֹ	Oshur.	
3.	,, e, k	10.0 (14.0) 10.0 (14.0)	n U.K. (or	0	p luffill	1000) 100 p.	C	d Hell
4.	Comprehension	Grasps	Darifateen a	0	Nam	hor ear	В	
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6.	39	in Spall god)	din angush	VSA	January.	ins (il)	B	
7.	Knowledge	Recalls	is an order	VSA	23710	115 OF 12	В	
8.	Comprehension	Infers	one and interest.	VSA	FOR BUI	tesinu	n in C	
9.	to which the	Interprets	ods in anici	VSA	1 - 1 - 1 - 1 - 1	2 0 w3	В	
10.	,,	Grasps	annai tri	VSA	Office	orl 2	В	enter :
11.	Knowledge	Recalls	.51Repisor	VSA	on ha	G damed	В	
12.		qali "				2 2	В	
3.	,,	,,	ers silonce th	VSA	nnasi	2	A	
14. C	omprehension+	Interprets+	m leaster .	VSA	1	2	В	
15 E	expression	expresses	-000 61	SA	3	entario	В	
16.	"		messar aqual	SA	3	4	В	
10.	Uniterlades of mo	"arreddu e	line, odgjov	E 1	6	107 to	A	

+ A for Difficult B for Average C for Easy

^{*} O for Objective type VSA for Very Short Answer type SA for Short Answer type E for Essay type

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BLUE PRINT

: HUNTING BIG GAME WITH THE CAMERA MAXIMUM MARKS: 25

CLASS: XI

										A	TIL	(F . 40 . c.	
Objective	Kr	Knowledge								A.	1	TIME: 40 Minutes	70
Form of Onestion		0			Compre	Comprehension			Expre	Expression	A	E-4-E	
Content Unit	E SA	VSA	0	E	SA	VSA	0	E	SA	VSA		TOTAL	1
		376				1		Ì		M	0		
I anomore I		(0)6								A	4		
Language Content						T	T	1	İ	1	V		-
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Textual Content				3(1)	H		,	3/		r	14		
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SUB-TOTAL					Ì	1	+	1	A				
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)9	(6)9	=	11(5)					0	6	-		
Notes : Figures within 1			-		H				<u>~</u>	(7)0	_	25(16)	

Figures within brackets indicate the number of questions and figures outside the brackets indicate marks, *Denotes that marks have been combined to form one question, Esssy (E) Summary: Notes

Marks: 5
Marks: 12
Marks: 8
Marks: 8 Short Answer (SA)

No. 11 No. 11 No. 16 Very Short Answer (VSA) Objective (O)

Scheme of Options: Nil Scheme of Sections: Nil

Hunting Big Game with the Camera

-	Charles	Camera
tarks	ĵ	Time: 40 Minutes
52/101	18.5	Time . 40 Minutes
		Max. Marks: 25
		I. got up—AWOKE
Instr	ucti	2. gesting ready Department of the control of the c
		Security ready PREPARING/Coveredium
	A.	tiano coratility nelule and transfer and the
-1	В.	
-	C.	Marks are indicated against each question.
1		TECT
-		Penlace each of the underlined
1-6		The word 'got' is commonly misused. Replace the words, with a single word which has the same meaning. words, with a single word which has the same meaning. The word 'got' is commonly misused. Replace the words, with a single word which has the same meaning.
1-0		words, with a single word which has the same meaning. words, with a single word which has the same meaning. when we got up in the monring, mother was getting our breakfast (2)
3		Will an area got up in the months,
		(1) Lether got the car out of the
		ready. We got ready and went downstairs. Father got the car out of the
- All		
		(2) (3) surroumandine autorised to get hold of
		garage.
		garage. He asked us to get in as he was going our way. He wanted to get hold of (5)
		Mr. Smith before he got off for his office. (6) (6) (7) (8) (9) (1) (1) (1) (1) (2) (3)
		Mr. Smith before he got off for his older
		of words with a single word or phrase which
7-9		Mr. Smith before he got (6) Replace the following sets of words with a single word or phrase which
		Replace the following sets of words includes all of them. lion, hyena, rhino. 1 1 1 1 1 1 1 1 1 1 1 1 1
	7.	lion, hyena, rhino.
	8.	bows and arrows, swords, guns, missiles.
	9.	bows and arrows, swords, general, flash-gun, lens, filter camera, camera-stand, flash-gun, lens, filter
20000000000		Explain the following phrases in not more than twelve words.
10-1		Explain the following i
	10.	a one-sided game asking for trouble
	11.	FO WORLD PROJECT
12-1	5	Answer questions 12-15 in 40 to 50 words each. Why does the author feel that in the present day, hunting can scarcely 3
		less the author feel that in the present day, number 3
	12.	Why does the author feel that in the present day, be called a sport at all? With regard to hunting big game with the camera why does the author With regard to hunting big game with the camera why does the author With regard to hunting big game with the camera why does the author
		be called a sport at all?
	13.	With regard to nunting big game of bygone days as "those good old
	15.	With regard to hunting big game with the camera why does are With regard to hunting big game with the camera why does are With regard to hunting big game with the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why does are does not be called a sport to the camera why
		4 1 0
		days"? "Thus it was that I turned to the camera". while camera, while
	14.	"Thus it was that I be author to replace the rifle with the camera,
		"Thus it was that I turned to the camera". "Thus it was that I turned to the camera, while with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while what made the author to replace the rifle with the camera, while while while the rifle with the camera, while
		hunting?
	15.	Give two reasons why the author and more full to camp on the banks of a nearby dry river. ful to camp on the banks of a nearby dry river. ful to camp on the banks of a nearby dry river. 5
	13.	ful to camp on the banks of a lically are presonality from this lesson?
	20 120	
	16.	(Answer in 80 to 100 words)
		(Answer in 80 to 20

MARKING SCHEME

Misutes	No Outline Answer	Value Points	Marks
1.	got up—AWOKE		
2.		ene	instructi
	getting ready—PREPARING/COOKIN	All questions are con	1 2
3.	Bot Icady—DKESSED	Read the questions car	ŠĪ.
4.	got—DROVE/TOOK	Marks are indicated at	5 1
bonit53b	get noid of—CONTACT/CATCH		10
6.	get hold of—CONTACT/CATCH got off—LEFT	The word 'got' is com	ð- ¹
7.	dangerous wild animals	words, with a single w	1 2
3. the	Weapons of Tadda Tajistanya (Witen we got	1
9.	and went downstairs. Father so snoqsow	rendy. We got ready a	1
The second second	Photographic apparetue/	100	
10.	Match/game having one team/side much stronger/weaker than the opposing team/s	He asked us to get in	1
		ide	
doider sa	When a person does something which	Mr. Smith belone ne	
	avoidable difficulties	Replace the following	6-1
	- It does not involve original	ALL THE PART OF TH	1
1	2. It has become easy and success is certa. 3. Animals have no chance against moder	hon, hyena, chino.	7.
	Animals have and the Animals have and the	bows and arrows, in	S. 9
	excitement and danger.	n rifles therefore, less	11-01
		a one-sided game	.01=
2	Advantages are all on the side of the hunter.	Comprehension-2	.11
13. 1	the hunter. Photographic equipment was very	Expression -1	82-15
	crude and in de	Why does the author	
la hoog	crude and inadequate. It was very heavy to	Comprehension-2	
	de la carry.	disagree with the	.13.
lidy 3.	Not easy to manipulate	c "eyeb	
14. 1.	Not easy to manipulate.	Expression -1	1 3
hindeb 2	he wanted to enjoy hunting without killing the joy of being out-of-doors and watching birds and animals in their	ng. Caninan	
E wat to	watching birds and animals in their	Give two reasons w	15
AND THE	natural habitat and bringing	100	
	back record.	Expression 1	
	Cobrass a	-1	3

No Way But Onwards

Time: 40 Minutes Max. Marks: 25

Instructions

	. All questions are compulsory.
1	All questions carefully before answering them.
1	All questions are compulsory. Read the questions carefully before answering them. Marks are indicated against each question.
	1- org indicated against
15	Answer questions 1 to 3 in one sentence each. Answer questions 1 to 3 in one sentence each. 1
1-3	Answer questions to exert caution before commercial
	Answer questions 1 to 3 in one sentence each. Answer questions 1 to 3 in one sentence each. 1. Why is there a tendency to exert caution before committing the world to something that is useful? 2. What was the main basis of the tyranny of the king, the aristocracy and 1. What was the main basis of the tyranny of the king, the aristocracy and 1. What was the main basis of the tyranny of the king, the aristocracy and 1. What was the main basis of the tyranny of the king, the aristocracy and 1. What was the main basis of the tyranny of the king, the aristocracy and 1.
	amothing that is useful?
	something the main basis of the tyramy of
	2. What was the man-
	2. What was the main basis of the the problems caused by scientific advance-the priest? 1. What is the solution of all the problems caused by scientific advance-1.
	2 What is the solution of all the 1
- 9	ments?
W.	which is the major use of dynamite?
	ments? 4. What is the major use of dynamite? 5. "Abandon agriculture and out of every 10,000 people only 100 survive". 2. "Abandon agriculture and out of every 10,000 people only 100 survive".
	5. "Abandon agricultur"
	wnv (
6-9	Answer the good and bad side effects of fluorement, in spite of its benevo-
	6. What are the good har show that medical advancement,
	Answer questions 6-9 in 30 to 10. 6. What are the good and bad side effects of nuclear energy? 7. How does the author show that medical advancement, in spite of its benevo- 8. How does the author show that medical advancement, in spite of its benevo- 9. How does the author show that medical advancement in spite of its benevo- 10. How does the author show that medical advancement in spite of its benevo- 11. How does the author show that medical advancement in spite of its benevo- 12. How does the author show that medical advancement in spite of its benevo- 13. How does the author show that medical advancement in spite of its benevo- 14. How does the author show that medical advancement in spite of its benevo- 15. How does the author show that medical advancement in spite of its benevo- 16. How does the author show that medical advancement is spite of its benevo- 17. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement is spite of its benevo- 18. How does the author show that medical advancement
	7. How does the author show that 2. 1. How does
	e "Not until science became promittee" 3
	8. Headful wrong". How?
	8. "Not until science became product of the science of scientific? 3 dreadful wrong". How? 9. Why, according to the author, can we not go back to a simpler way of life? 3 9. Why, according to the author, can we not go back to a simpler way of life? 3 10. Show how the lesson "No Way But Onwards" is a defence of scientific to the science of their side effects. (Answer in about 100 words).
	9. Why, according to the design "No Way But Onwards" is a detailed. 10. Show how the lesson "No Way But Onwards" is a detailed. 11. Show how the lesson "No Way But Onwards" is a detailed. 12. Show how the lesson "No Way But Onwards" is a detailed. 13. Show how the lesson "No Way But Onwards" is a detailed. 14. Show how the lesson "No Way But Onwards" is a detailed. 15. Show how the lesson "No Way But Onwards" is a detailed. 16. Show how the lesson "No Way But Onwards" is a detailed. 17. Show how the lesson "No Way But Onwards" is a detailed. 18. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 19. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how the lesson "No Way But Onwards" is a detailed. 20. Show how how how the lesson "No Way But Onwards" is a detailed. 20. Show how how
	10. Show how the reside of their side effects. (Answer in account of their side effects.)
	-aments In Spile of Care

advancements in spite of their side effects. (Answer in about 100 words).

MARKING SCHEME

Outline J	Value Points	Mani
1. Because it may have pleasant side	A COLOR	Marks
effects. Pleasant side		
Hal Vests		
- thi luliner odrie		1
4. Earth can be moved at a rate far beyon that of pick and shovel without l		1
that of pick and shovel without brutali		1
men by hard labour. 5. If agricult	sing Knowledge-1	
agilciliture :- 1	Expression-1	2
not be able to have enough food and		
ultimately they would starve. 6. Good side-effect:	Comprehension-1	
6. Good side-effect:	Expression-1	
It offers the world the possibility of fusion power as an ultimate	White the state of the said	2
fusion power as an ultimate solution to men's energy.		
to men's energy.		
Bad side-effect:	Trains of	
It has placed all the earth under threat of destruction		
threat of destruction.	Knowledge-2	
riculcal advance	Expression-1	
a high degree that there is a great fall	F * Cosion-1	3
In the death rate and is a great fall	Surfee	
in population explosion. Population explosion, in turn causes		
explosion, in turn, causes trouble for mankind.	White book and and to the	
8. With	Comprehension-2	
Titli Science gott:	Expression-1	
began to doubt and reason the values	The state of the s	3
he had so far lived with. The machine		
worked for him and consequently there	I Officially will all and the	
was no need for slavery.	Comprehension-2	
9. Because men have addicted themselves too	Expression-1	
much to the scientific products. Even		3
if they are able to return, there would		
be problems because of increase in	Comprehension-2	
10. 1. Some new as	Expression-1	2
10. 1. Some new scientific advancements:		3
science industry of medical		
2. Their blassis, and agriculture		
3. The adverse all		
go along with them	Ca	
them	Comprehension-3	
	Expression-3	6

QUESTION-WIS NALYSIS

		A TOWN	113	THU L					
Serial Number	Objective	Specifications	Content Unit	The of Question	Marks Allotted ,	Estimated time for answering	77	Remarks	
1.	Knowledge	Recalls	Textual content	VSA	1	1	С		
2.	Comprehension	Identifies relationship	_do_	VSA	1	1	A		
3.	Knowledge	Recalls	_do—	VSA	1	1	С		
4.	Knowledge + Expression	Recalls + expresses	_do-	SA	2	3	C		
5.	Comprehension+ Expression	Infers+ expresses	do	SA	2	3	В		
6.	Knowledge+ Expression	Recalls + expresses	_do-	SA	3	4	С		
7.	Comprehension+ Expression	Identifies relationship + expresses	_do_	SA	3	5	A		
8.	_do_	Infers + expresses	—do—	SA	3	5	A		
9.	—do —	Interprets+ expresses	_do_	SA	3	4	В		
10.	do	Infers+ expresses	—do—	Е	25	10 37mts.	A		

3 minutes for revision

+ A for Difficult
B for Average
C for Easy



^{*} O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

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